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ABSTRACT

As part of a project on mainstreamed handicapped students in vocational education, 402 secondary teachers and 19 administrators completed a questionnaire about their abilities to teach handicapped learners. Results were analyzed in terms of contact with the handicapped, willingness to work with the handicapped, accommodation of the handicapped, teacher attitudes regarding the handicapped, practicality of mainstreaming, and needed assistance. Among results were that teachers and administrators were sufficiently concerned about the topic; teacher contact with handicapped students was somewhat related to the size of the handicapped population; and increased paperwork, inability to individualize, too many students, and too many other responsibilities were among factors which teachers felt made mainstreaming impractical. (CI)

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A SURVEY OF THE ATTITUDES OF SECONDARY TEACHERS TOWARD THE MAINSTREAMING OF HANDICAPPED LEARNERS

(A Research Project In Vocational Education In The Portland Public Schools)

by
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Spring 1978

EC112559

In an effort to investigate the problems that might be expected as the Portland Public Schools mainstream handicapped learners, it was deemed important to become familiar with teacher attitudes. Although the survey was done primarily in Area III high schools, it is thought that generalizations might carefully be drawn to the entire school district.

Since the project was funded through the Part C, Vocational Education Research Program, the responses of vocational education teachers were studied and contrasted with general educators, and they will be applied to vocational education planning.

Procedure. A questionnaire directed to the attitudes of Area III secondary teachers and administrators was prepared in an effort to analyze their perceptions of their abilities to teach handicapped learners. Separate forms were written for teachers and administrators. Questions were identical, however, they emphasized the respondent's assignment. ie. "I would be willing to work with the following kinds of handicapped learners.", and "... I would encourage and support my teachers as they work with the following kinds of handicapped learners."

The questionnaire was field tested with the Vocational Village staff, who completed the initial document during a staff meeting. Each person was encouraged to write comments, to make suggestions for changes and to point out any problems with instructions, items, or the procedures that were noted. As a result of their suggestions, several items were changed.

In order to minimize non-response error in the survey, the following procedure was followed. Faculty rosters for the four Area III high schools, Vocational Village, and Madison High School were obtained. The questionnaires were inserted into envelopes which had the respondent's name written on the end. The directions stated that the respondent should complete the form without writing his/her name on it, put it in the envelope, seal the envelope, and return it to the school secretary. It was also stated that a secretary would open each envelope, and that no attempt would be made to match responses with teachers' names. The names on the envelopes were used only as a check to see which teachers and administrators had responded so a follow-up questionnaire could be sent to each of the non-respondents.

The Project Director briefly described the survey, explained the purpose of the research, and answered questions, except at Franklin High School. In all cases, the school administrators and teachers were very cooperative and helpful.

When the questionnaires were received from each school, a list of the non-respondents was compiled, and a second questionniare was sent to each person. The directions were similar to the original ones, but this time they were asked to return the questionnaire directly to the Project Director. The second effort increased the total responses somewhat, giving the following total response rates:

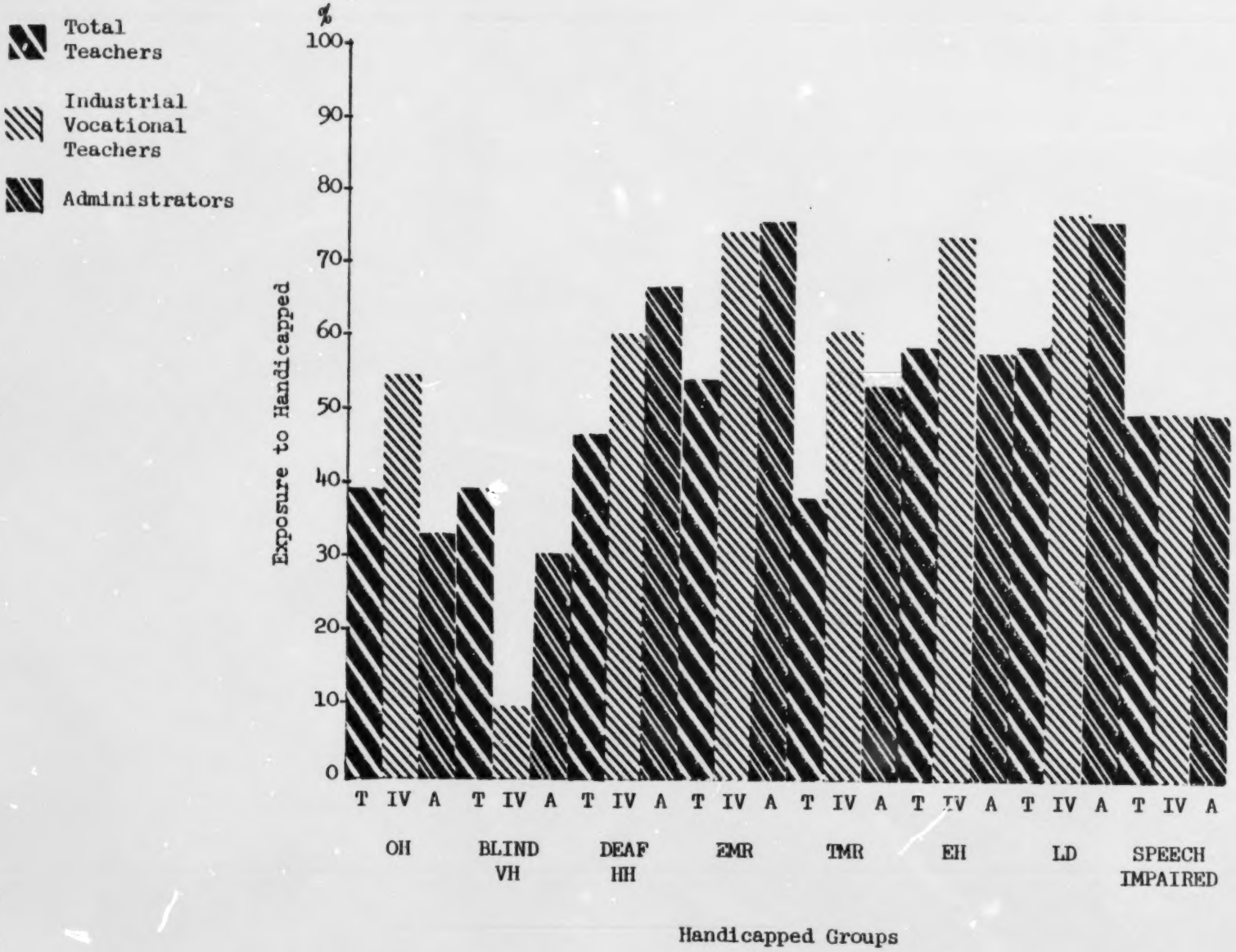
School	Sent	Returned	Percent
Cleveland High School	95	75	79%
Franklin High School	96	73	76%
Grant High School	100	95	95%
Madison High School	106	80	75%
Vocational Village	27	25	93%
Washington High School	57	54	95%
Total Teachers	481	402	84%
Total Administrators	22	19	86%

The sample. The total sample included 402 teachers and 19 building administrators. The educators were asked how familiar they were and how much contact they had had with eight groups of handicapped learners. Responses of three groups, total teachers (402), industrial vocational teachers (26) and building administrators (19), were analyzed. (See Graph I) Respondents were given five choices to express the degree of contact they had had: 1)none, 2)brief, 3)some, 4)moderate, have worked around, and 5)have worked with this category. The writer then compressed responses 1 and 2 to form the "little or no exposure" category, and 4 and 5 to form the "moderate or greater contact" group.

Contact with the handicapped. It appears that the educators have had the most experience in working with the educable mentally retarded (EMR), emotionally handicapped (EH), learning disabled (LD), and to some extent the trainable mentally retarded (TMR).

Graph I

Contact With the Handicapped



Of these handicapped groups, the industrial vocational teachers and administrators seem to have had somewhat more contact than the total teacher group. All three groups of educators registered the same degree of experience with the speech impaired, that is, fifty percent of each group claimed to have had at least moderate contact with persons with speech impairments.

The blind or visually handicapped group was less familiar to the respondents than any other of the handicap groups, followed by the orthopedically handicapped (OH). These two groups make up a much smaller portion of the total handicapped population than do other groups of handicapped, and they have historically had less exposure to general public education, so the smaller degree of exposure to educators is understandable.

The degree of experience that educators, primarily industrial vocational teachers, state they have had with the TMR, EH, and LD populations seems somewhat high. It may be that the educators do not have a clear definition of those groups, but they may tend to group general "slow learner" or "problem" students within one or more of those classifications. No attempt had been made to describe the classification on the questionnaire, and there may have been some confusion on the part of teachers about the definitions of terms.

It should be noted that the number of educators who have had moderate or greater exposure to the handicapped is not particularly

high. Only among three of the handicapped groups (EMR, EH, and LD) did more than fifty percent of the total teachers claim they have had moderate or greater contact. Reactions of the industrial vocational teachers and administrators showed that they have had slightly more contact, but these two groups constitute only about twelve percent of the total teacher group. One conclusion drawn from the completed questionnaires is that the Portland secondary teachers have had limited close contact with the handicapped in general, particularly the OH, blind and visually impaired, deaf and hard of hearing, TMR, and speech impaired.

Teachers at Vocational Village and vocational industrial arts teachers seem to have had more contact with the handicapped than has the general teaching population. The only exception is in the blind and visually impaired group, where 39% of the total teacher group claims to have had moderate or greater exposure as compared to 25% of the Vocational Village teachers and 10% of the vocational industrial arts teachers.

Results also substantiate that Vocational Village teachers have had considerably more contact with the OH, EMR, TMR, EH, and the LD population than have the total teacher group. The industrial vocational teachers indicated similar degrees of contact with the EMR, TMR, EH, and LD groups as did the Vocational Village teachers.

The higher percentages of teachers at Madison and Vocational Village indicating contact with the OH group and at Cleveland

and Washington High Schools indicating contact with the deaf and hearing impaired might be explained in part by the special programs at those schools. Table I gives a complete breakdown of educator responses to the question of degree of contact with specific groups of handicapped persons.

Table I

% of Respondents Indicating Moderate or Greater Contact with the Handicapped

	Total Teachers	Ind. Voc. Teachers	Vocational Village	Cleveland	Franklin	Grant	Madison	Washington	Administrators
Orthopedically Handicapped	39	55	68	30	23	37	66	33	33
Blind/Visually Impaired	39	10	25	43	43	41	32	36	31
Deaf/Hard of Hearing	47	61	52	62	50	34	38	72	67
Educable Mentally Retarded	54	74	70	56	49	49	49	62	76
Trainable Mentally Retarded	38	61	59	35	23	38	44	48	53
Emotionally Handicapped	59	73	96	57	44	59	57	55	57
Learning Disabled	59	77	83	60	48	62	49	72	76
Speech Impaired	50	50	57	62	26	49	64	57	50

Contact vs non-contact and teacher acceptance. Six survey items were chosen to determine what effect contact with the handicapped had on teacher acceptance of the handicapped. Table I.. ..hows the items and the responses. It should be noted that in all cases, the group stating that they had frequent or close contact with at least one handicapped person (259) showed greater acceptance than the teachers who had experienced no contact with handicapped (153). This data seems to confirm the sociological axiom that contact begets acceptance, and if true, it will have clear implications for staff development regarding the mainstreaming of handicapped learners.

Table II

Item	Frequent or Close Contact	No Contact
I prefer to teach non-handicapped.	33%	59%
I feel comfortable with handicapped.	70%	38%
It is fair that I be expected to teach handicapped.	61%	43%
Handicapped learners will enhance the learning of all students.	54%	38%
Handicapped students should be able to experience the same things as other students.	69%	50%
Non-handicapped students will benefit from students who have handicaps.	69%	50%

Willingness to work with the handicapped. Table III indicates the responses of the total teacher population, industrial vocational

teachers, and the administrative group to the statement, "If I had a choice, I would be willing to work with the following kinds of handicapped learners." As a group, the teachers appear to be less positive about the issue than do the administrators. The greater administrator acceptance may be affected by a better understanding of P.L. 94-142 and the notion that "choice" may be a purely academic concept; it may be an expression of a sense of responsibility; or it may be that they are able to feel more positive about working with the handicapped because they have a broader perception of the schools' ability to adjust to special needs students.

Table III

Teacher Willingness to Work With the Handicapped

	Total Teachers	Industrial Vocational Teachers	Total Administrators
Orthopedically Handicapped	52%	50%	95%
Blind/Visually Impaired	35%	50%	95%
Deaf/Hard of Hearing	39%	42%	89%
Educable Mentally Retarded	36%	23%	95%
Trainable Mentally Retarded	22%	38%	74%
Emotionally Handicapped	32%	23%	95%
Learning Disabled	38%	46%	95%
Speech Impaired	35%	46%	89%
I prefer to teach non-Handicapped students.	44%	35%	-
I think that special needs students should receive their instruction in sp. ed. classes.	-	-	32%

Teacher responses may indicate a number of attitudes including feelings of discomfort, unpreparedness, uncertainty about the expectations of others, or simply a preference to teach the non-handicapped. Although there is a positive relationship between the degree of contact a teacher has had with the handicapped and the person's level of comfort with the handicapped, there is no such relationship between contact and preference to teach the handicapped. Exceptions are found in schools that have special programs designed to accommodate special handicapped groups. (See Table IV) Note that 44% of the teachers stated that they prefered to teach non-handicapped. Administrators reacted to a different item, "I think that special needs students should receive their instruction in special education classes," and thirty-two percent of them agreed with the statement.

Although the teachers indicate they would prefer not to teach handicapped students if they have a choice, certain groups of handicapped learners seem to be more acceptable to them than are others. Approximately half of the teachers who responded to the item indicated a willingness to teach the OH group, and over 40% of the industrial vocational teachers said they would teach the deaf and hard of hearing, LD, and speech impaired populations if they had a choice. The lowest acceptance rate was the willingness of the industrial vocational teachers to teach the blind and visually handicapped.

Table IV

Moderate or Greater Contact/Willingness to Work With Handicapped

	Cleve.		Frank.		Grant		Madison		Voc.Vil.		Wash.		Total Teach.		Ind. Voc. Teach.		Admin.	
	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness
Orthopedically Handicapped	30	47	23	44	37	50	66	70	68	64	33	47	39	52	55	50	33	95
Blind/Visually Impaired	43	35	43	33	41	47	32	36	25	36	36	37	39	35	10	12	31	84
Deaf/Hard of Hearing	62	40	50	33	34	30	38	44	52	48	72	55	47	39	61	42	67	89
Educable Mentally Retarded	56	35	49	29	49	34	49	34	70	60	62	43	54	36	74	23	76	95
Trainable Mentally Retarded	35	15	23	16	38	21	44	18	59	56	48	31	38	22	61	38	53	74
Emotionally Handicapped	57	27	44	23	59	27	57	33	96	76	55	41	59	32	73	23	57	95
Learning Disabled	60	29	48	37	62	36	49	40	83	72	72	37	59	38	77	46	76	95
Speech Impaired	62	29	26	29	49	33	64	40	57	48	57	41	50	35	50	46	50	89
	N=75		N=73		N=98		N=80		N=25		N=51		N=402		N=26		N=19	

Table IV

Moderate or Greater Contact/Willingness to Work With Handicapped

	Cleve.		Frank.		Grant		Madison		Voc.Vil.		Wash.		Total Teach.		Ind. Voc. Teach.		Admin.	
	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness	% Contact	% Willingness
Orthopedically Handicapped	30	47	23	44	37	50	66	70	68	64	33	47	39	52	55	50	33	95
Blind/Visually Impaired	43	35	43	33	41	47	32	36	25	36	36	37	39	35	10	12	31	84
Deaf/Hard of Hearing	62	40	50	33	34	30	38	44	52	48	72	55	47	39	61	42	67	89
Educable Mentally Retarded	56	35	49	29	49	34	49	34	70	60	62	43	54	36	74	23	76	95
Trainable Mentally Retarded	35	15	23	16	38	21	44	18	59	56	48	31	38	22	61	38	53	74
Emotionally Handicapped	57	27	44	23	59	27	57	33	96	76	55	41	59	32	73	23	57	95
Learning Disabled	60	29	48	37	62	36	49	40	83	72	72	37	59	38	77	46	76	95
Speech Impaired	62	29	26	29	49	33	64	40	57	48	57	41	50	35	50	46	50	89

Accommodation of the handicapped. The educators were asked "which groups of handicapped learners could you accommodate without making major alterations in your present instructional setting?" Total teacher responses were similar to those to the question regarding their willingness to teach the handicapped. Most of the respondents do not feel they can accommodate the handicapped without making major alterations in their present instructional settings. Slightly more than half of the teachers (54%) felt they could accommodate the OH population without making major alterations, and 55% felt the same acceptance could be given the speech impaired. Note that teachers expressed a greater ability to accommodate the speech impaired (55%) than a preference to work with the speech impaired (34%).

Table V indicates a general consistency in responses between schools. The one exception is Vocational Village, where the teachers more strongly feel they can accommodate handicapped learners without major alterations. Two exceptions are the blind and the deaf. The Vocational Village staff shows particularly high confidence in their ability to readily accommodate the OH, EMR, EH, LD, and speech impaired populations.

The groups that consistently require the greatest adjustments to instructional settings are the blind and visually impaired, and the TMR populations. Some comfort may be available, though, in that the blind and visually impaired group is the

smallest of the handicapped groups (national estimates are approximately 1% of the handicapped being served) and one with noteworthy support personnel and technology available to teachers. The TMR population, although relatively larger than the blind and visually impaired populations, is a group requiring such special instruction that the general teaching population will not likely be greatly affected.

Table V

% of Teachers Indicating They Could Accommodate the Handicapped Without Major Alterations in Their Present Instructional Setting

	Total Teachers	Cleveland	Franklin	Grant	Madison	Vocational Village	Washington
Orthopedically Handicapped	54	49	51	58	54	68	33
Blind/Visually Impaired	24	19	33	17	22	16	27
Deaf/Hard of Hearing	40	37	49	23	28	48	65
Educable Mentally Retarded	35	31	36	28	24	64	47
Trainable Mentally Retarded	19	8	19	14	12	52	35
Emotionally Handicapped	35	23	34	24	26	92	51
Learning Disabled	34	28	37	22	24	80	41
Speech Impaired	55	55	55	51	42	76	61

The relative ease of accommodating the handicapped was compared to teaching assignment. Again, results seem to be consistent with the reactions to other items. Teachers say that major alterations would be necessary if they are to accommodate the handicapped in their present teaching situations. Administrators, on the other hand, state that no major alterations are necessary.

Table VI shows the percentages of educators responding to the question, "Which group of handicapped learners could you accommodate without making major alterations in your present instructional setting?" Graph II compares teacher, industrial vocational teacher, and administrator reactions to that question.

Orthopedically Handicapped. The OH population can more easily be accommodated by teachers of foreign language, course combinations, and by instructional aides. They appear to be less easily accommodated in physical education and vocational industrial arts. Administrators, apparently thinking of architectural barriers, also see this group as being difficult to accommodate in the present instructional setting.

Blind and Visually Impaired. None of the art or vocational industrial arts teachers within the sample thought the blind and visually impaired could be accommodated without major changes. Foreign language teachers and administrators were more optimistic, but in each case, approximately half of them felt that including the blind and visually impaired

would require major alterations.

Deaf and Hard of Hearing. Art, home economics teachers, and administrators showed greater optimism about accommodating the deaf and hard of hearing than did teachers of other subjects. Foreign language teachers felt more strongly that major adjustments would be necessary, and music teachers, perhaps understandably, showed little optimism for the inclusion of the deaf and hard of hearing in music.

Educable Mentally Retarded. Home economics teachers and support personnel indicated that EMR students could readily be accommodated in their programs, and again, administrators were very positive. It is interesting to note that only 60% of special education teachers felt the EMR population could be accommodated without major alterations to the instructional setting. Music teachers did not feel that EMR students could be accommodated without major alterations.

Trainable Mentally Retarded. The relative ease of accommodating the TMR is probably the lowest of any handicapped group. Only the administrators indicated optimism in their school's ability to accommodate the TMR group without major alterations.

Emotionally Handicapped. Only special education teachers and administrators, and to a lesser extent, support

personnel and aides, indicated any optimism about the facility for accommodating EH students without major instructional changes. Teachers were generally not very positive about their abilities to accommodate this group without major changes in their instructional settings.

Learning Disabled. Special educators, aides and administrators feel the LD group can be more easily accommodated than do teachers of other subjects. The general reaction of teachers to the LD population was not positive.

Speech Impaired. Business, home economics, special education, and vocational industrial arts teachers, and administrators showed relative optimism for the inclusion of speech impaired students in their instructional settings, while foreign language and music teachers were not positive about their abilities to accommodate the speech impaired without major alterations to the instructional settings.

Teacher attitudes regarding the handicapped. As has been indicated, there seems to be a relationship between the amount of personal contact an educator has had with the handicapped and the person's acceptance of the handicapped. Graph III indicates that the three groups of educators, total teacher, industrial vocational education teachers, and administrators reacted similarly to all items. Administrators and industrial vocational teachers were slightly more positive in their reactions than was the total teacher group.

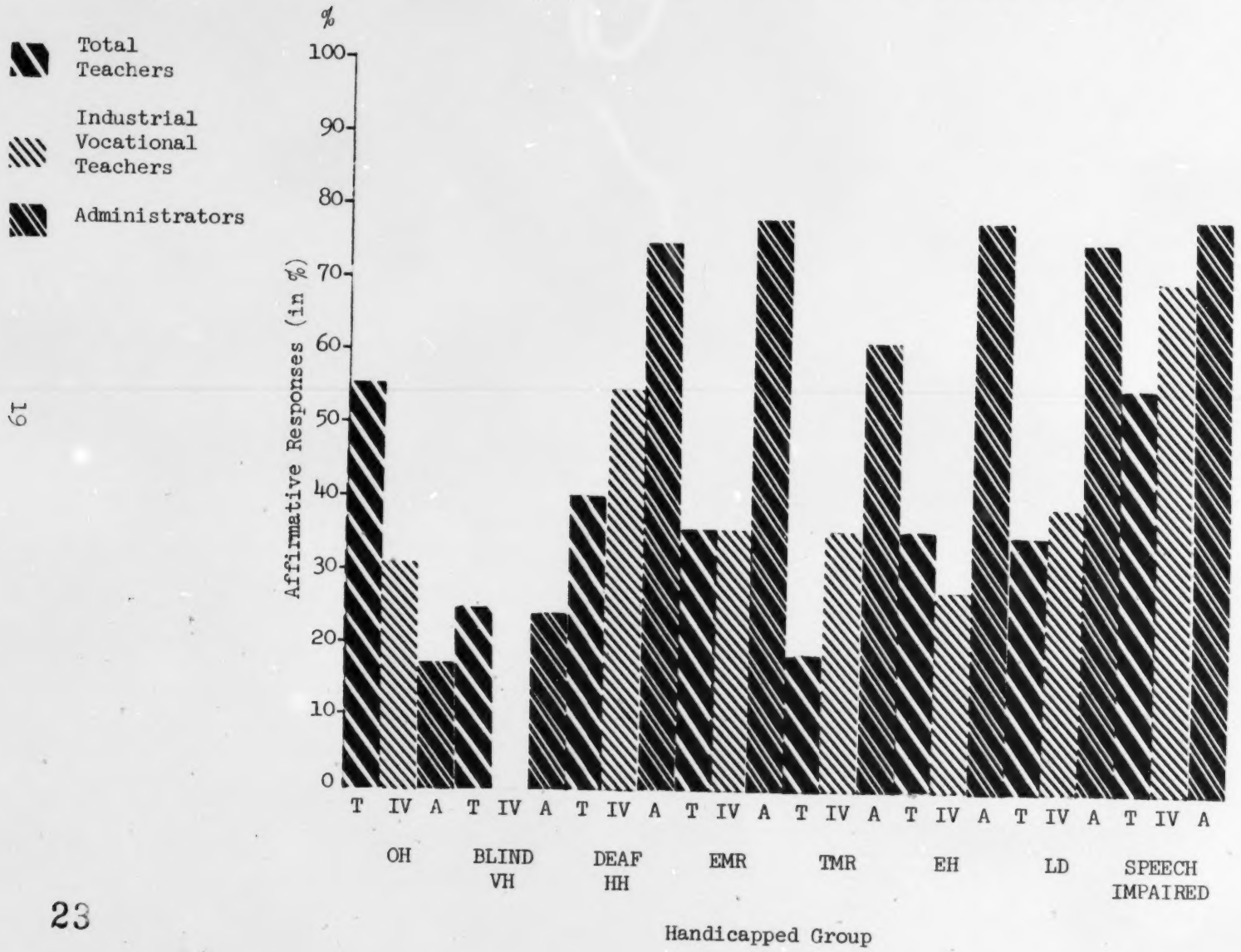
Table VI

% of Educators Indicating They Could Accommodate the Handicapped Without Major Alterations in Their Present Instructional Setting (By Teaching Assignment)

	Art N=15	Business N=32	English N=70	For. Lang. N=12	Home Ec. N=12	H & PE N=30	Math N=36	Music N=8	Science N=20	Spec. Ed. N=20	Soc. Stud. N=33	Voc. Ind. Arts N=26	Combinations N=37	Supppt N=38	Aides N=11	Admin. N=19
Orthopedically Handicapped	47	56	61	83	50	23	58	38	55	40	70	31	65	55	64	21
Blind/Visually Impaired	0	16	34	50	25	20	28	25	10	25	21	0	22	42	18	53
Deaf/Hard of Hearing	60	41	39	17	58	50	42	0	35	45	27	54	35	39	36	89
Educable Mentally Retarded	33	47	24	25	83	37	22	0	20	60	21	35	24	63	55	95
Trainable Mentally Retarded	27	25	13	8	25	17	8	0	0	50	9	35	14	32	45	74
Emotionaly Handicapped	40	47	29	33	33	27	19	13	15	80	18	27	32	63	64	95
Learning Disabled	33	41	31	8	33	30	14	13	10	85	15	38	30	53	73	89
Speech Impaired	47	69	57	17	67	57	55	13	55	70	39	69	59	58	45	95

Graph II

% of Educators Indicating They Could Accommodate the Handicapped Without Major Alterations to Their Present Instructional Settings



A comparatively large number of the total teacher group (44%) stated that they prefered to teach non-handicapped students, while 35% of the industrial vocational teachers and 26% of the administrators gave that response.

There was a consistent pattern to the responses to item 26 (57%, 62%, 61%) indicating that somewhat more than half of the educators feel comfortable around handicapped persons.

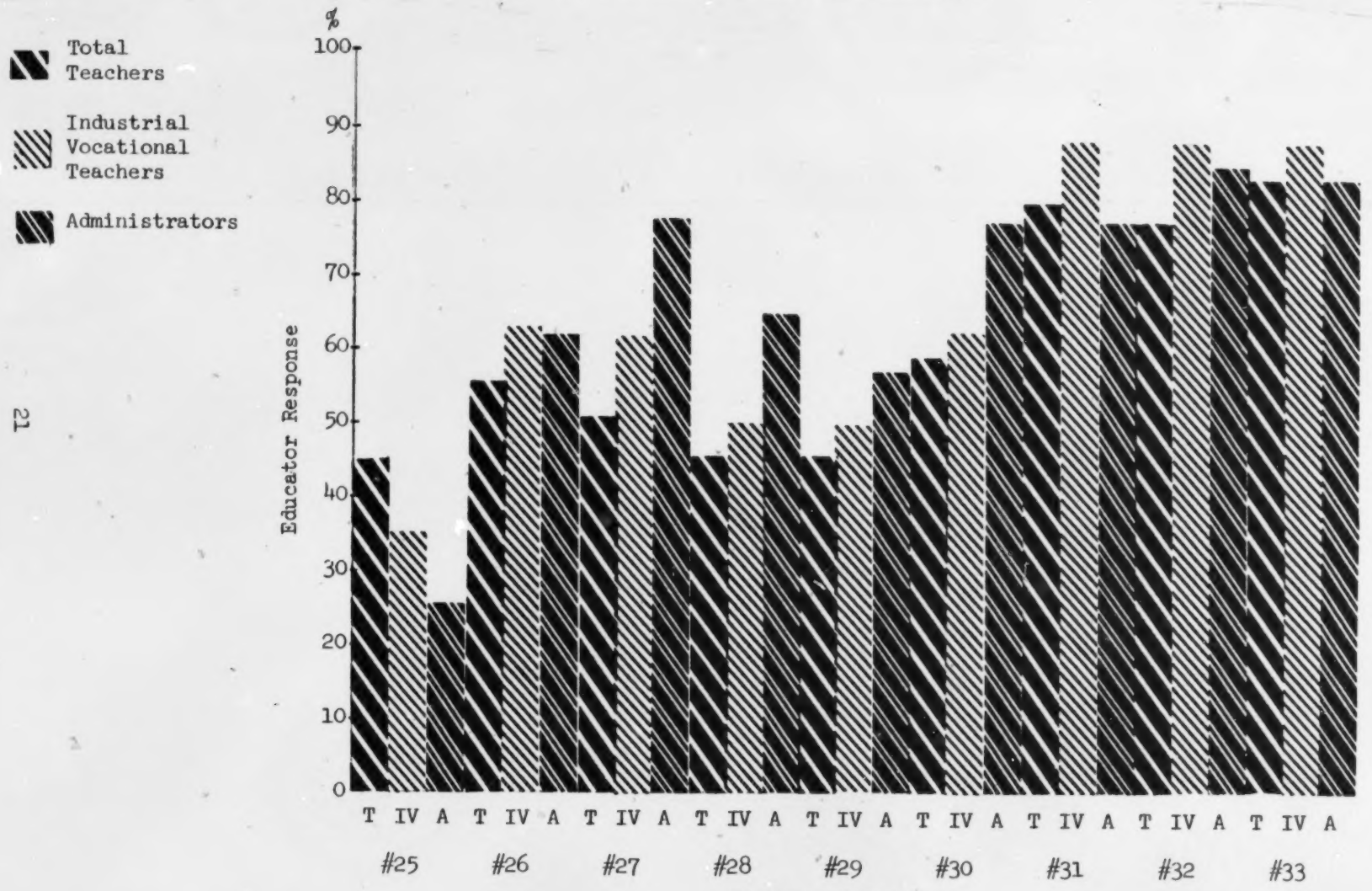
There was less agreement on the item, "I feel it is fair that I be expected to teach the handicapped." Only 51% of the total teacher group reacted positively to that statement. While 62% of the vocational industrial arts teachers and 78% of the administrators thought they should be expected to teach the handicapped.

There appears to be no agreement among the educators that "handicapped learners will enhance the learning of all students", or that "... they should be able to experience anything other students experience." There was moderate agreement that non-handicapped students will benefit from contact with handicapped students. The educators apparently feel the benefits will be more social and affective in nature rather than academic and cognative.

There was strong agreement among the three groups of educators that vocational training of the handicapped should lead to further training or employment and that handicapped students should aspire to further education and employment.

Graph III

Teacher Attitudes Toward the Handicapped



*see survey questions 25-33 in appendix

An item which addresses strategy for preparing the handicapped for further training or employment also got positive responses. Eighty-eight percent of the industrial vocational teachers, and 83% of the total teachers and administrators stated that "cooperative" planning and teaching with special education teachers will improve handicapped student performance.

Practicality of mainstreaming. Nine items were directed at learning how the educators felt about the practicality of mainstreaming handicapped learners. Respondents were given five choices as to their agreement with the statements. Responses one and two were compressed into a "disagree" response, and items four and five were compressed into an "agree" response. Response three was disregarded as a neutral response. Table VII indicates the percentages of educators who responded that agreed with each statement.

There was no clear agreement that costs were too high to mainstream the handicapped, and administrators in showing little agreement (23%) were strongly saying that costs are not so high as to make the mainstreaming of the handicapped impractical.

There was strong disagreement among all groups, however, that there was no need to change things. This suggests that those educators who responded to this item feel that changes are necessary in order to mainstream the handicapped.

Table VII

Agreement on the Reasons Why Mainstreaming is Impractical

	Total Teachers	Industrial Vocational Teachers	Total Administrators
cost too high	44%	50%	23%
too many students	69%	95%	18%
teachers' ability to individualize	77%	82%	67%
no need to change things	6%	0	0
curriculum often not easily individualized	80%	50%	58%
increased paperwork, ie. IEPs.	80%	94%	71%
too many other responsibilities	82%	94%	64%
need for administrative direction	57%	75%	-
no clear district policy guidelines	-	-	5%
uncertain about teacher liability	66%	86%	36%

The teachers, particularly the industrial vocational teachers (95%) felt strongly that they are responsible for too many students. Administrators (18%) did not feel that that was a problem and did not see large student numbers as a reason for making the mainstreaming of the handicapped impractical.

Among those who responded, there was strong agreement that teachers' inability to individualize instruction, increased paperwork, and too many other responsibilities were sufficient problems so as to make mainstreaming impractical. More of the total teacher group (80%) than the industrial vocational teachers (50%) and administrators (58%) felt that curriculum was often not easily individualized.

Industrial vocational teachers seem to feel strongly about a need for administrative direction (75%). Their uncertainty about teacher liability (86%) is also an important issue. The teacher group, to a lesser extent, also agreed that these two issues would have to be resolved in order to facilitate the mainstreaming of the handicapped.

Needed assistance. Ten items were written in an attempt to learn just what assistance the educators felt they would need in order to be effective in teaching the handicapped. Table VIII gives the percentages of total teachers, industrial vocational teachers and administrators who felt assistance would be needed.

Table VIII

	Total Teachers	Industrial Vocational Teachers	Admin.
extra support personnel	66	88	74
special equipment	42	54	70
modification of facilities	34	56	65
training in instructional methods	61	50	78
obtaining instructional materials	56	56	70
curriculum development	46	88	52
changing my attitudes	19	19	30
changing my instructional behavior/leadership	31	27	22
consistent, adequate funding	48	69	74
more effective administrative leadership	24	27	-
more positive teacher response	-	-	52

The total teacher group indicated that they did not feel as strongly a need for assistance as did the other two groups. They showed some concern for extra support personnel (66%) and training in instructional methods (61%) and moderate concern for obtaining instructional materials (56%).

Vocational industrial teachers, on the other hand, expressed a strong need for extra support personnel (88%), curriculum development (88%), and consistent, adequate funding (69%). They expressed moderate concern for the need for special equipment (54%), modification of facilities (56%), and obtaining instructional materials (56%).

Administrators stated a strong desire for assistance in the form of extra support personnel (74%), special equipment (70%), modification of facilities (65%), training in instructional methods (78%), assistance in obtaining instructional materials (70%), and in obtaining consistent, adequate funding (74%).

Slightly more than half of the administrators (52%) indicated a more positive response would be needed from teachers in order for them to be effective with the handicapped. Only about a quarter of the teachers (24% and 27%) felt that they needed more effective leadership. There was stronger feeling (57% and 75%) that more administrative direction is needed. It is assumed that the response refers to direction regarding P.L. 94-142 and school policy.

It is interesting to note that only 19% of the teachers and 30% of the administrators felt that changing their attitudes will be necessary if they are going to be effective with the handicapped. When asked if they felt it was necessary for them to change their instructional or leadership behavior, only a few felt those changes were necessary. Thirty-one percent of the total teacher group, 27% of the industrial vocational teachers, and 22% of the administrators felt changes would be necessary if they were to be effective with handicapped students. Considering that 44% of the total teacher group stated they prefered not to teach handicapped learners, 51% of them stated they felt it was fair that they be expected to teach the handicapped, and that slightly more than half of the teachers (57%) indicated that they

feel comfortable around handicapped persons, it is surprising that more of the teachers did not state a need to change their attitudes and/or instructional behavior.

Summary of the status quo. The survey of Area III secondary school teachers and administrators yielded considerable information about the attitudes of the educators and their perceived abilities to work successfully with the handicapped. These findings will be synthesized in another document which will include findings from a previously completed literature review and the results of interviews with handicapped students, their parents and teachers. That document will include recommendations for staff development, curriculum planning, and the administration of efforts to implement P.L. 94-142 as it applies to vocational education. The information included in this report gives a good description of the status quo in Area III. Generalizations may be drawn to describe the current situations in other Portland schools, but caution should be exercised in doing so, since the sample may not be representative in all areas.

Major findings include:

1. Teachers and administrators were sufficiently concerned about the topic and returned surveys at an 86% response rate.

2. Teacher contact with handicapped groups varies, and it is somewhat related to the size of the handicapped population. For example, fewer teachers have had contact with the blind or visually handicapped, which is about 1% of the

handicapped population receiving services, than they have had with the speech impaired, which makes up about 35% of the handicapped population receiving services. Many teachers have had no contact with the handicapped.

3. There is a clear relationship between contact with the handicapped and stated teacher comfort. Teachers who have had no contact with the handicapped state a much stronger preference to teach non-handicapped students than do their colleagues who have had frequent or close contact.

4. Teachers in schools with special programs, ie. Madison (OH), Washington (deaf and hard of hearing), and Vocational Village, show a stronger willingness to work with those handicapped learners. However, there appears to be a slight negative relationship between overall teacher contact with specific groups of handicapped learners and their willingness to teach those handicapped persons.

5. Most teachers do not feel they can accommodate the handicapped in their present instructional settings without major alterations. The OH and speech impaired populations could be somewhat more easily accommodated than other groups, according to teachers, but even so, nearly half the teachers felt that major alterations would be required. The staff at Vocational Village was

more positive about their ability to accommodate the handicapped than were teachers from other schools.

6. There is a relationship between teaching assignment and the estimated ease with which handicapped students could be accommodated in specific classes. For example, art teachers did not feel that they could accommodate the blind, and music teachers stated they could not accommodate the deaf. Although generally accepted as easier to accommodate than other groups, language and music teachers were less encouraging about the speech impaired. Teachers were generally not very positive about their abilities to accommodate the handicapped without major alterations to the instructional setting.

7. Teachers feel that several factors make the mainstreaming of handicapped students impractical. Among the most commonly accepted reasons were:
   a. increased paperwork
   b. too many other responsibilities
   c. teachers' inability to individualize
   d. too many students
   e. curriculum not easily individualized

   Vocational teachers were particularly adamant about class sizes, citing too many students as a major problem.

8. Administrators were more positive than teachers in their

reactions to items regarding the impracticality of mainstreaming. Administrators accepted the following as major problems:

a. increased paperwork

b. teachers' inability to individualize

c. too many other responsibilities

d. curriculum often not easily individualized

9. Industrial vocational teachers feel that they have too many students, they expressed a need for administrative direction, and they are concerned about their personal liability when working with the handicapped.

10. The assistance most needed seems to be:

a. extra support personnel

b. training in instructional methods

c. obtaining instructional materials

d. curriculum development (industrial vocational teachers)

e. consistent, adequate funding (industrial vocational teachers, administrators)

Administrators voiced a need for assistance in all areas listed except for help with changing their attitudes and changing their leadership behavior.

11. All educators expressed high agreement that handicapped students should aspire to further education and employment beyond high school, that vocational training for the handicapped should lead to further training or employment,

and that cooperative teaching and planning with special education teachers would improve handicapped student performances.

12. Educators did not indicate a need to change their attitudes or to change their instructional (leadership for administrators) behavior.

APPENDIX

Dear Educator:

Please respond to the following items as accurately and honestly as you can. The data obtained from this questionnaire will be used in conjunction with other research activities dealing with the vocational education of handicapped students. Responses will be confidential. Names are necessary in order to get questions to randomly selected persons and to check that all responses come back. Envelopes will be opened only in the Children's Services office and a composite of response tabulations will be reported. No names will be used.

Please mark your responses on the questionnaire and write any comments you think might help the committee on the back of the questionnaire sheet. Don't sign the questionnaire. Please return it sealed in the envelope that has your name on the label. This procedure will insure that your response is confidential while still providing a way for us to know when all responses are in. Questionnaires will be processed in Dick Rumble's office and the envelopes with names will be destroyed.

Responses will be tabulated and the results for your school will be reported to your curriculum vice-principal.

Two days after receiving this questionnaire, please return it to your school secretary.

Respondent Data:

1. Teaching field:_____.
2. Years of teaching experience_____.
3. Years of other work experience_____.
4. Sex_____.
5. I am a handicapped person_____.
6. A member of my family is handicapped_____.
7. I have frequent contact with at least one handicapped person_____.
8. I have little or no contact with handicapped persons_____.

Research has established eight major identified groups of the handicapped. Please indicate those with which you are familiar or have had direct contact by circling the appropriate numbers.

Exposure:
1=None
2=Brief exposure but have not worked with
3=Some - have handicapped family members, relatives, friends and/or acquaintances
4=Moderate - have worked around
5=Have worked with this category of handicapped persons

		Exposure
9.	Orthopedically Handicapped	1 2 3 4 5
10.	Blind/Visually Impaired	1 2 3 4 5
11.	Deaf/Hard of Hearing	1 2 3 4 5
12.	Educable Mentally Retarded	1 2 3 4 5
13.	Trainable Mentally Retarded	1 2 3 4 5
14.	Emotionally Handicapped	1 2 3 4 5
15.	Learning Disabled	1 2 3 4 5
16.	Speech Impaired	1 2 3 4 5

If I had a choice, I would be willing to work with the following kinds of handicapped learners. (Check all that apply.)

17. _____ Orthopedically Handicapped
18. _____ Blind/Visually Impaired
19. _____ Deaf/Hard of Hearing
20. _____ Educable Mentally Retarded
21. _____ Trainable Mentally Retarded
22. _____ Emotionally Handicapped
23. _____ Learning Disabled
24. _____ Speech Impaired
25. _____ I prefer to teach non-handicapped students.

What attitudes do you have that affect you as a teacher of the handicapped? Please mark the appropriate items.

26. _____ I feel comfortable around handicapped persons.

27. _____ I feel it is fair that I be expected to teach the handicapped.

28. _____ Handicapped learners will enhance the learning of all students.

29. _____ Handicapped learners should be able to experience anything other students experience.

30. _____ Students who do not have one of the identified handicaps will benefit from students who do have handicaps.

31. _____ Vocational training for handicapped youngsters should lead to further training or employment.

32. _____ Handicapped students should aspire to further education and employment.

33. _____ Cooperative planning and teaching with special education teachers will improve handicapped student performance.

Which groups of handicapped learners could you accommodate <u>without</u> making <u>major</u> alterations in your present instructional setting? (Check all that apply.)

34. _____ Orthopedically Handicapped

35. _____ Blind/Visually Impaired

36. _____ Deaf/Hard of Hearing

37. _____ Educable Mentally Retarded

38. _____ Trainable Mentally Retarded

39. _____ Emotionally Handicapped

40. _____ Learning Disabled

41. _____ Speech Impaired

If I am going to be effective with handicapped students, I will have to have assistance in the form of: (Please check all that apply and give an example when possible.)

42. extra support personnel _____.

43. special equipment _____.

44. modification of facilities _____.

45. training in instructional methods _____.

46. obtaining instructional materials _____.

47. curriculum development _____.

48. changing my attitudes _____.

49. changing my instructional behavior _____.

50. consistent, adequate funding _____.

51. more effective administrative leadership _____.

Mainstreaming handicapped learners in regular classes is fine in theory, but it is not practical because of: (circle all that apply)

	Disagree				Agree
52. cost too high	1	2	3	4	5
53. too many students	1	2	3	4	5
54. teachers' ability to individualize	1	2	3	4	5
55. no need to change things	1	2	3	4	5
56. curriculum often not easily individualized	1	2	3	4	5
57. increased paperwork, ie. IEPs.	1	2	3	4	5
58. too many other responsibilities	1	2	3	4	5
59. need for administrative direction	1	2	3	4	5
60. uncertainty about teacher liability	1	2	3	4	5

ON THE BACK OF THIS PAGE, PLEASE WRITE ANY COMMENTS YOU CARE TO REGARDING THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS.